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ABSTRACT

The Minnesota Department of Children, Families, and Learning plans to implement the "profile of learning" plan in 3 phases over 3 years beginning in the 1996-97 school year. This information brief contains a chart that depicts the profile of learning and highlights each of its elements. The profile of learning is composed of 10 broadly defined elements: (1) reading, viewing, and listening; (2) writing and speaking; (3) using and interpreting arts; (4) solving math problems; (5) making inquiries; (6) understanding science; (7) understanding people and cultures; (8) making decisions; (9) managing resources; and (10) learning another language. The profile also contains 62 corresponding content standards that students must try to attain at the high school, middle or intermediate, and primary levels. (LMI)

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HOUSE RESEARCH

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Information Brief

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Profiles of Learning for the State's High School Graduation Rule

This chart is available separately for easy use as a reference. It accompanies the information brief **The State's High School Graduation Rule**, November 1996, House Research Department. The brief should be read to understand the chart's proper context.

The Department of Children, Families and Learning anticipates implementing the profile of learning in three phases over three years beginning in the 1996-1997 school year.

The profile of learning is composed of ten broadly defined elements:

1. Reading, Viewing and Listening
2. Writing and Speaking
3. Using and Interpreting Arts
4. Solving Math Problems
5. Making Inquiries
6. Understanding Science
7. Understanding People and Cultures
8. Making Decisions
9. Managing Resources
10. Learning Another Language

The profile also contains 62 corresponding content standards that students must try to attain at the high school, middle or intermediate, and primary levels. The department anticipates that the rule will require students to work on at least 17 standards in nine of the ten elements; element 10, which involves learning another language, is optional.

At a minimum, district pilot sites throughout the state are implementing the first of three phases. Phase one (with element 5) has three categories of inquiry involving published sources, scientific methods and data gathering and will be implemented during the 1996-1998 school years. Phase two (with elements 4, 6, 7, 8, and 9) will be implemented during the 1997-2000 school years. Phase three (with elements 1, 2, 3, and 10) will be implemented during the 1998-2002 school years. The board is recommending that districts implement developmental standards and assessments in the third, fifth and eighth grades that are consistent with profile of learning standards applicable to high school students.

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Profile of Learning

10 Elements– Areas of Learning That Contain High Standards

1	2	3	4	5	6	7	8	9	10
Reading, Viewing and Listening	**Writing and Speaking**	**Using and Interpreting Arts**	**Solving Math Problems**	**Making Inquiries**	**Understanding Science**	**Understanding People and Cultures**	**Making Decisions**	**Managing Resources**	**Learning Another Language**

62 Content Standards– What Students Must Know and Do

Scientific reading Reading complex information Interpreting perspectives Technical reading	Academic writing Technical writing Public speaking Public parliamentary procedures Business presentation Interpersonal communication	Artistic performance Artistic interpretation Creative technology Artistic creation	Algebraic patterns Patterns and discrete functions Shape and space Chance and data handling Technical applications Measurement	Math research History of science Scientific investigation Research process History through culture History of the arts Social science processes Cultures across time Themes of U.S. history Recorders of history Issue analysis Scientific methods Research and create a business plan Market research Case study New product development	Biological concepts Chemical concepts Earth and space systems Laws of physics Environmental studies Technical systems	U.S. citizenship Human geography Multiple perspectives Institutions and traditions in society Community service	Career investigation Individual and community health Occupational experience Physical education/ fitness	Economic systems Natural/managed systems Personal financial management Business management Financial systems Family resources	Symbol system of drafting World languages World language in the workplace American sign language American sign language in the workplace

3–Year School Implementation Schedule